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ABSTRACT

In the fall of 1989, the president of Massachusetts' Bunker Hill Community College (BHCC) called for volunteers to serve on a General Education (GE) Task Force which would review the state of GE at the College. The task force conducted a literature search and surveys of BHCC faculty and students, as well as other community colleges. The result of the task force's efforts, along with those of the College's GE Review Steering Committee, was a report which launched BHCC's overall effort to reform its curriculum. In the fall of 1990, the entire college community was involved in providing insights concerning the report's findings and recommendations. Based on the input from all segments of BHCC, the Steering Committee prepared this revised report for the spring 1991 term. The report provides the followng sections: chapter 1 reviews the history of GE in the United States; chapter 2 defines key terminology used in the discussion of General Education and community colleges in the State of Massachusetts; chapter 3 presents the goals of GE at BHCC; and chapter 4 offers recommendations for the implementation of the GE program at BHCC. Appendixes provide the text of the 1990 Massachusetts Commonwealth Transfer Compact, a glossary, a GE review organizational chart, and a list of BHCC community participants in the GE review during the summer and fall 1990 terms. A 105-item bibliography is attached. (JMC)

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BUNKER HILL COMMUNITY COLLEGE

GENERAL EDUCATION: A FOCUS FOR THE 90'S

THE FOUNDATION

General Education Review Steering Committee
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PREFACE

Perhaps no value is more cherished in the academic community than the idea that institutions of higher education are conducted for the common good. Colleges and universities are committed to the education of well-rounded students who are prepared for the challenges of life long learning. Such education is provided by their curriculum which is founded upon an educational premise. One such premise is General Education. It is considered to be the cultivation of knowledge, skills ands attitudes that all of us use and live by during most of our lives. Our knowledge, skills,and attitudes should continue to develop throughout life. If not, our skills may stagnate and our attitudes may be "reduced to stereotype, cliche and prejudice. Thus, General Education offered by colleges and universities seeks to foster (for their students) the desire and capacity to keep on learning continuously" (Katz, et al, p. 3). Furthermore, a General Education curriculum provides students the opportunities to assume responsibility for their intellectual growth, encourages their active learning, and helps them develop their independent and critical thinking skills.

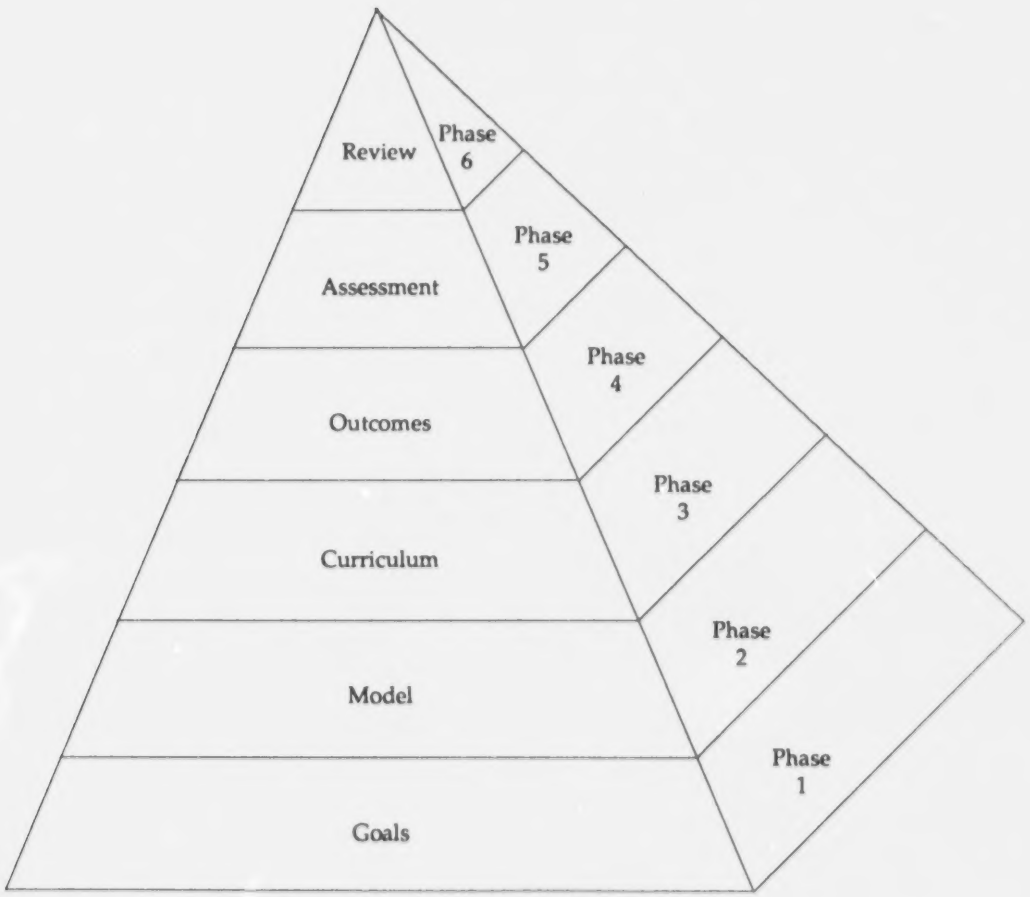
Primarily, it is the role of the faculty to provide the intellectual leadership to guide its institution through the challenges of curriculum development. However, it is the responsibility of the entire college community to provide their insight and aspirations to what is so central to the college's or university's mission, namely the creation of a learning environment in which students' potential may be developed. In essence, a General Education Review is implemented by a college or university to review its curriculum in terms of the economic,

educational, political, societal, and technological factors impacting its students and the demands these factors place on the students' knowledge, skills, and attitudes. A college identifies the elements of its mission and recognizes trends that may influence the nature of this mission in the future. Usually in such a review, a college also will identify the goals needed to establish the kinds of skills and knowledge students should be able to demonstrate at the completion of a General Education Program. Emphasis is placed in a General Education Program on helping students integrate their learning experiences and applying this knowledge in their personal and career experiences. In essence, a college decides what its students should know, how its students will acquire this knowledge, and the method in which it can assess how successful its General Education curriculum has been. This evaluation of programs and courses is "necessary to keep curriculum and teaching alive" (Gaff, et al, p. 53). Current research suggests that a General Education Review may take a college from three to five years to complete.

The key to a successful General Education Review is the participation of all segments of a college's community in the implementation on phases of this task. The phases are as follows:

- Identifying General Education goals
- Designing a General Education model
- Adapting the curriculum to meet the goals and the model
- Determining curriculum outcomes
- Designing an assessment procedure
- Administering the assessment procedure
- Developing a review process.

GENERAL EDUCATION PROGRAM BUILDING BLOCKS



IMPLEMENTATION PHASES

INTRODUCTION

In the Fall of 1989, President Piedad Robertson called for volunteers to serve on a General Education Task Force. Faculty, department chairpersons, program directors, professional staff, and administrators responded to the call. Meetings were held during the Spring 1990 Semester. Four sub-committees were organized to prepare the initial research for the Summer 1990 Project. A survey of BHCC faculty was conducted by Ruth Westwater, Richard Chiasson, and Susan Donnelly. An ERIC search was done by Mary Riordan, Dr. Estelle Resnick, and Joan Namvar. A survey of BHCC students was completed by Judith Tully, Dr. Ann Marie Olson, and Doug Clifford. Lastly, a survey of community colleges was initiated by Dr. Harriet Hutchinson and Philip Kukura. Dr. James L. Wattenbarger, University of Florida, spoke to the General Education Task Force. He addressed the history of General Education; institutional issues which arise during a General Education Review; and characteristics of General Education organizational and implementation models.

A General Education Review Steering Committee took the first steps in the Summer of 1990 towards coming up with a blueprint for a new BHCC curriculum to meet the educational needs of those BHCC serves as the college moves towards the 21st century. Dr. Malinda Smutek, Chairperson of the Steering Committee, Richard Boulware, Dr. Judith Sanford-Harris, R. Michael McSweeney, Joan Namvar, Judith Oleks, Dr. Ann Marie Olson, and Judith Tully completed their report entitled <u>General Education: Focus for the 90's</u>. The report launched BHCC's overall effort to reform its curriculum to ensure that BHCC continues to meet its mission to create a learning environment in which students' potential may be developed.

In the Fall of 1990, the entire college community was involved in providing insights on the report's findings and recommendations. Dr. Arthur Levine, Harvard University, and Dr. Jerry Gaff, Hamline University, spoke with the college community concerning BHCC's efforts in regard to General Education. They also served as resources for the Steering Committee with Dr. Andrea Lee, Marygrove College. Based on the input from all segments of BHCC, the Steering Committee prepared a revised report for the Spring 1991 Term entitled General Education: A Focus for the 90's: The Foundation.

Many hours were spent researching the volumes of information available relative to the topic of General Education. This information, while specific to various institutions, surely constituted facts and theory applicable to many schools in general. To evaluate the research and relate the findings to Bunker Hill Community College was no easy task. While many documents contained portions devoted to the rationale for specifying a General Education program at various institutions of higher education, defining the whys of General Education at this campus presented the group with some truly monumental questions to ponder.

The first of these questions might by "Why concern ourselves and our students with General Education at BHCC?" To answer, one might consider the BHCC mission statement contained in the current college catalog. A portion of the mission statement, which is open to many different interpretations, specifies that the college seeks "to create a learning environment in which students' potential may be developed" (Robertson, 1990, p. 5). The college community cannot fail to acknowledge that while the potential that each individual carries within would be difficult to

assess, there can be little argument that this potential could, in fact, continue to develop long after that student has graduated from or otherwise left the institution. A General Education curriculum will provide a basis for a commitment to lifelong learning by making available to all students the wide variety of courses which provide breadth to each student's store of knowledge.

Another good reason to address General Education at Bunker Hill Community College is the timeliness of the topic. The most recent draft of the 1990 Commonwealth Transfer Compact specifies a minimum General Education core which is expected to be completed by students at the community colleges throughout the State before the degree student transfers to the upper division institution (Commonwealth Transfer Compact, 1990). This minimum core consists of thirty-five credits, exclusive of developmental coursework, in disciplines which most BHCC Associate of Arts transfer option programs already contain. An argument could certainly be made that since the Compact essentially addresses transfer options, the College, by seeking to institute a General Education curriculum for all students, might be doing a disservice to students who elect to choose a career track option with hopes of obtaining a job immediately upon graduating.

Much has been written that would address precisely this thought. Many of these very students most certainly would prefer to choose courses that they feel would be helpful to them when finally entering the workplace. The student view of helpful would probably be those courses of his major. The faculty view of helpful may be somewhat different. What courses then ultimately will be helpful and when will they prove

helpful? A recent conversation between an employer and a community college job placement officer provided some insight into the true meaning of helpful. The employer, when asked why she was not interested in hiring recent graduates of a community college career program to work in the data processing environment of her company, responded to the question by answering that a student with this kind of background and training simply lacked the proper communication skills to be effective in the job environment. "The two most important skills which a student embarking on his career can have are communication skills and problem solving skills. Without either of these things, he is doomed to failure or at best, mediocrity" (Hartman, 1990, p. 216).

Should then our career track students be concerned with simply earning a living and are these same students any different from those who choose our transfer program options? The real difference might be only that career option students have decided that because of their own situation, pursuing a Bachelor degree is not a timely possibility. Their education, which may be temporarily delayed so that they may enter the workforce, may at some time be continued. All our students deserve to get from this institution a chance to be "removed from the daily activities and anxieties associated with earning a living in order to understand and reflect on those permanent or universal concepts which have shaped civilizations and (which) will shape them in decades to come" (General Education In...., 1978, p. 54).

The General Education Review Steering Committee concluded that General Education is the locus from which evolves the ideas of lifelong learning skills and values as well as an understanding, assimilation, and

application of information for whatever future role students might choose. Given that it is possible in today's rapidly changing society and economy to have job skills which are marketable today become obsolete five to ten years from now, surely then the knowledge of the principles which would allow for mastery of new technologies and techniques and the ability to form new relationships at work and to adapt to changing job requirements will serve the student for many years in this lifelong learning process (Bartkovich, 1981).

The General Education Review Steering Committee has prepared this revision of its Summer 1990 Report based on the input of all segments of the college community (See Bibliography). This report is divided as follows:

Chapter 1 reviews the history of General Education in the United States.

Chapter 2 defines key terminology used in the discussion of General Education and community colleges in the State of Massachusetts.

Chapter 3 presents the goals of a General Education curriculum at Bunker Hill Community College.

Chapter 4 offers recommendations for the implementation of a General Education Program at Bunker Hill Community College.

Chapter 1

HISTORY OF GENERAL EDUCATION

Much like the community college, General Education is largely a development of the twentieth century. Up through the nineteenth century, college education had been dispensed to the fortunate few from separate, specialized academic departments. Each of these departments originally was an outgrowth from the work of researchers who had created the field and taught it to others. As additional research added greater depth of information to each academic discipline, the quantity and detail of knowledge available to be transmitted to students grew ever greater. College teachers tended to become more specialized and seldom undertook to emphasize connections between disciplines to their students.

At the turn of the century, college students were usually in college for two reasons: to obtain specialized education for a profession such as law, medicine, or the clergy and to obtain the liberal education which characterized a person of the cultured and monied class. Students had the freedom to choose subjects for study largely without administration guidelines. Coursework outside their major was intended to add intellectual breadth and to familiarize them with the traditions and wisdom of western civilization. Their training for social roles within their community and country was fulfilled largely by family and religious influences extending over decades of their lives.

After World War I, college ranks were gradually swelled by students from the middle classes. About this same time, a number of educators

were beginning to rethink college curriculum structure. In retrospect, we might identify this response as the first wave of interest in General Education. It started with Alexander Meiklejohn's introduction of the survey course at Amherst in 1914 (Cross, 1982). The survey course was viewed as a corrective to the overemphasis on specialization which had made up almost all of college education up to that point. Following this initial course at Amherst entitled Social and Economic Institutions, Princeton offered its course, Historical Introduction to Politics and Economics in 1918. In 1919, Columbia added the course, Introduction to Civilization; Dartmouth offered Evolution, and Williams offered American National Problems. Dartmouth next offered a second survey course in social studies revealing the conviction of one college that a survey in one area was not sufficient (Johnson, 1937).

The first approximately complete pattern of survey courses was established at the University of Chicago between 1923 and 1925. The titles of the courses offered — Introduction to Reflective Thinking, The Nature of the World and of Man, Man in Society, and The Meaning and Value of the Arts — reveal how they were intended to break down the artificial barriers that had existed between various fields of learning. Another crest on this initial wave of interest in General Education surfaced in Robert Hutchins' required curriculum in the Great Books at the University of Chicago in 1928.

In explaining his position that high school and college students should read the authors that had contributed seminal ideas to our civilization, he argued that such works were written for the layman and so are generally understandable and stimulating to young people. These

books deal with fundamental questions that students are interested in and need to consider in order to develop their intellectual and social dimensions (Hutchins, 1938).

At various times throughout the twentieth century, colleges have reacted against the free elective system feeling the need for breadth in student programs. When they were unable to devise anything more imaginative, they have mandated a selection of existing courses from columns containing the old Liberal Arts categories: Humanities, Social Sciences, and Natural Sciences. Quite often, this distribution requirement approach to General Education has become a political game in which accommodation is worked out among academic departments (Cohen and Brawer, 1989). "Protecting departmental territory became the curriculum organizer. Placing a disintegrated mass of free elective courses into a set of distribution requirements gives the appearance of providing the curriculum with a rationale" (Cohen and Brawer, 1989, p.315).

A second wave of interest in General Education came at the end of World War II when the G.I. Bill brought returning veterans to the college campuses. James Bryant Conant charged a broadly representative group of Harvard faculty and administrators to examine American education -- not just at Harvard nor just at the college level.

The report from this committee, entitled General Education in a Free Society, declared a need for curricula that looked first of all to a student's life as a responsible human being and citizen (General Education) and also toward the acquisition of competence in some occupation (Special Education). They concluded that these "two kinds of education once given separately to different social classes must be given

together to all alike" (Harvard Committee, 1945, p.54). They declared that what is needed is a General Education capable at once of taking on many different forms and yet of representing in all its forms the common knowledge and the common values on which a free society depends (Harvard Committee, 1945).

This message was picked up an spread by the President's Commission on Higher Education in its 1948 report. It said that "Colleges must find the right relationship between specialized training on the one hand, aiming at a thousand different careers, and the transmission of a common cultural heritage toward a common citizenship on the other" (President's Commission on Higher Education, 1948, p.49).

Interestingly, the Harvard Commission Report had singled out the junior (community) colleges as a place where the combination of General and Special Education would be especially appropriate. At the time of this second wave of interest in General Education reform, there were already some 597 community colleges serving 10% of the undergraduates of the nation (Cross, 1982). Patricia Cross points out that General Education has always been an avowed mission of community colleges in an effort to add breadth and citizenship skills to student programs.

She admits, however, that this mission has usually been squeezed by the stronger forces of transfer and vocational education (Cross, 1982).

Despite their interest and the growing need, neither Harvard College nor the community colleges were able to draw the threads of General Education together into a new curriculum for several decades. Ever more students were flocking to campuses and by the 1980's, over 1100 community colleges were serving needs of 40% of the nations'

undergraduates (Cross, 1982). The student body was more heterogeneous, socially and economically, than ever before. In addition, many of the forces (e.g. nuclear families and strong religious affiliations) which had shaped the personal and civic character of individuals in their communities were on the decline.

A third wave of interest in General Education reform began in the 1970's and has continued through today. It is estimated that up to 85% of colleges have reconsidered their General Education policies and programs in the surge. This time center stage for consideration has been the idea of core curricula. Colleges with as different student populations as Harvard and Miami-Dade developed core curricula in the 70's and instituted them late in the decade. Both the Harvard and Miami-Dade models incorporated a number of courses new to their campuses. Common to both models was an interdisciplinary approach to course content with faculty instructors being drawn from different specialties. Often the new courses were different from survey courses in that they addressed a theme, such as the physical and mental well-being of an individual, apart from just a connection between subject areas.

By now the purpose of General Education on different campuses has been clarified to faculties nationwide by the work of innumerable faculty committees which have worked on the issue. Cohen and Brawer (1989) in their book, The American Community College, explain how General Education has evolved into "a framework on which to place knowledge stemming from various sources, of learning to think critically, develop values, understand traditions, respect diverse cultures and opinions, and most important, put that knowledge to use" (Cohen and Brawer, 1989, p.313).

They continue to say that General Education "is holistic, not specialized; integrative, not fractionate; suitable more for action than for contemplation" (Cohen and Brawer, 1989, p.313).

> People who have had a General Education are supposed to act intelligently. This view grounds the construct in the everyday affairs of a person: dealing with supervisors and co-workers, choosing associates, coping with family problems, and spending leisure time in socially desirable and personally satisfying ways. To be successful, a General Education program not only makes explicit the skills and understandings to be attained but also relates those competencies to external referents to what people are doing when they have gained them (Cohen and Brawer, 1989 p.313).

As Gary Miller (1988) points out in his book, The Meaning of General Education, the technological revolution has moved much faster than our economic, political, and social institutions' abilities to adapt; it is not only technology that is changing; "it is the intricate fabric of society, the collection and organization of shared assumptions and principles that are the common stock of thought and action in daily life, that are only too quickly being transformed" (p.1).

> It is especially ironic that General Education, which was originally formulated as a reaction to what were perceived to be the serious shortcomings of liberal education, should today be confused with the latter. Indeed, the two terms are often used interchangeably, despite the fact that the two forms of education have fundamental conceptual differences. (Miller, 1988, p.ix). Liberal Education is centered in the past, with knowledge historically viewed as an end in itself and the curriculum merely a vehicle for the acquisition of knowledge; General Education holds that knowledge is hypothetical and should be regarded as the means to the end of a better personal life and a better society. The generally educated student would use knowledge as needed to solve human problems (Cohen and Brawer, 1989, p.319).

Thus, like the community college movement, General Education has developed and changed throughout the twentieth century. If "the mission

of higher education is defined by the needs of society" (Miller, 1988 p.1), then, the function of General Education has become one of enabling students to better understand and meet the challenges of a changing world.

Chapter 2

DEFINITION OF TERMS

The why of learning is more important than the how. As Nietzche (1844-1900) once stated, "He who has a why to live for can bear with almost any how" (Parnell, 1985, p.40). The whys and wherefore of community colleges make them that branch of education which does provide access and outreach to the community.

> In a nation with a moral commitment to access and opportunity, community colleges are the accessible institutions. In a nation with a tremendous need for skilled workers, community colleges are fulfilling that need. They are helping a host of citizens discover that marketable skills give them liberating competence and the confidence that they can do something well ...that they can cope with real life. In a nation leading in the information age, community colleges are the institutions that are helping trigger economic revitalization by matching skills to the needs of the employers. In a nation that emphasizes accountability, community colleges are a cost effective part of higher education. In a nation deeply concerned about the quality of life, community colleges are leading the way by providing quality of life experiences for all levels of working men and women ...(Parnell, 1985, p.99).

To understand the whys and wherefore of community colleges, we must comprehend those terms which define their unique characteristics. The Associate Degree Program is the basis of the mission of community colleges. It reflects the educational attainment goals the colleges have their students. Being an integrating force for the colleges, the Associate Degree acts as student guide and necessitates students' commitment for program completion. It indicates "that the holder has developed proficiencies sufficient to prepare for upper division collegiate work or to enter directly into an occupation with confidence.

The degree should be awarded only for completion for a coherent program of study designed for a specific purpose" (Parnell, 1985, pp. 101-102).

On the other hand, community colleges offer Certificate Diploma Programs which respond to the need for short term, entry level job training sometimes with less than one year of study. Many career programs have developed certificate programs which require up to thirty credits of course work which stress skill training (Traicoff, 1983).

Another program community colleges offer is field based education known as Cooperative Education and Internship Programs. This program enables students to alternate periods of traditional academic studies with periods of related paid employment. Customarily, full periods of academic study are alternated with equivalent periods of employment in areas related to the students' majors. In some cases, Cooperative Education "takes on the form of parallel work-study semester[s]" (Bartley, 1982, p.A2).

In addition, community colleges provide Developmental Education Programs. After they assess the basic academic skills of their entering students in the areas of English composition, mathematics, and reading, for example, they learn which students are deficient in these areas. Community colleges then provide appropriate developmental instruction for those who do not demonstrate the requisite skills. They then "assess whether those students have attained the necessary skills to proceed with college level instruction" (Massachusetts Board of Regents, The Undergraduate Experience, 1989, p. iv).

The Associate in Arts Degree is directed to those majoring in the Social Sciences, Humanities, Liberal Arts, Fine Arts, etc.

The Associate in Science Degree is for those students who major in Business, Nursing, Engineering, Sciences, Health Sciences, or Agriculture and prescribes substantial undergraduate requirements in mathematics and sciences. Most students who graduate with either degree usually transfer as juniors to baccalaureate degree granting institutions. However, the Associate in Applied Sciences Degree leads "the individual directly to employment in a specific career. Other titles are Associate in Business, Associate in Data Processing, and Associate in Applied Arts and Sciences. In some instances, particularly in the health related fields, the degree is a prerequisite for taking a licensing examination" (Parnell, 1985, p.104). The objective of this last degree is to increase and enhance employment opportunities.

> Although Associate Degree occupational degree programs are designed primarily to prepare students for employment, they can no longer be considered terminal. In addition, to the necessity for life long learning, students can expect to make several career changes during their lives. Further education, including work toward a baccalaureate degree, should be anticipated in the design of the Associate of Applied Science curriculum (Shared Vision Task Force, 1987, p.3).

A College Transfer Program is essentially designed to prepare students with the course credits needed to transfer to a four year college or university in order to pursue a baccalaureate degree.

> Students are allowed to transfer credits without slippage ... [furthermore], it provides a second chance for many students [such as] those who, for all kinds of reasons, did not succeed their first time around in a traditional four year college or university ... [The] community college accepts them with open arms and provides additional learning support services. These students find they can now succeed in baccalaureate degree programs (Parnell, 1985, pp.96-97).

The Commonwealth of Massachusetts Transfer Compact facilitates the

transfer of community college students to a state supported four year college or university. Transfer credit will be granted to qualified students for all college level courses taken as a part of the Associate Degree (See Appendix A).

The degree and certificate programs of community colleges represent these colleges' commitment to helping supply the United States a skilled and knowledgeable work force. "The real competition for jobs in the future will be between the well educated and the not so well educated ... the connection between higher unemployment rates and low levels of education shows the importance of education in a job market that increasingly requires more training" (Occupational Handbook, 1984). To meet the challenge of the marketplace, community colleges need to provide access to a Comprehensive Education for students. "In today's technological society, [they] simply can not have first rate technical education programs unless they are integrated with General Education programs" (Parnell, 1985, p.95).

Dartmouth College, for example, was the first baccalaureate institution in the United States in 1867 to acknowledge the importance of a comprehensive General Education for non-Bachelor in Arts degree students. It established a professional engineering education program which was based on General Education. In this model, engineering students addressed the General Education component first and then concentrated on the specialized engineering education. As a result, their education as professional engineers takes five years.

Moreover, the Dartmouth approach enriches Liberal Arts."... Engineering is offered as an undergraduate major through the faculty of

Liberal Arts and Sciences, and the curriculum stresses the fundamentals of engineering, without premature specialization. Engineering professors hold dual appointments in Liberal Arts and Sciences and in the Graduate school of Engineering; that is, faculty of all undergraduate divisions are direct peers [and] not 'separate but equal'" (Hutchinson, 1987, p.4).

In addition to extensive math and science courses, technical programs should incorporate a literary base, an understanding of our economic system, and exposure to cultures other than the students' own in order to comprehensively prepare our students for life long learning skills. A Comprehensive Liberal Education should not be confused with General Education.

Today, private colleges and universities no longer have a monopoly on higher education. Public community colleges, four year colleges, universities and special purpose schools are competitive with them. Both sectors, private and public, find themselves not being able to educate their students "at the truly higher levels and reduce [their] enormous expenditure of time and money on remedial measures" (Gaff, 1983, p.32) since their students are enrolling with poor basic skills. Many college students are not succeeding in acquiring the skills of liberally educated individuals -- "a broad span of knowledge; skills to communicate clearly; [the ability] to think logically and critically and to get along with different kinds of people; [and] the capacity to work independently and as a part of a team to solve problems" (Gaff,1989, p.11).

Consequently, college and universities have incorporated remedial courses into their regular course offerings. They have instituted learning resource centers, writing assistance centers and math assistance

labs. Researchers believe that "a more substantial curricular response is necessary if students are to achieve literacy in its basic and more sophisticated forms" (Gaff, 1983, p.32).

The American Council on Education reported in 1988 that three-quarters of the nation's colleges and universities had either begun or completed projects to revise undergraduate education. A principal focus of these revisions is General Education, one of the subjects of this decade's challenging national debate on the purposes and goals of education. Colleges and universities have developed their General Education Programs in unique ways. Some have developed organizational models of General Education. Others have developed implementation models. Many seem to have developed their General Education Program using a composite of models to meet the needs of their students and of their institutional mission and goals.

An organizational model is the way in which a college has structured or put together its General Education Program. In a Disciplined Based General Education Program (Liberal Arts Approach, for example), students are expected to take a course in English Composition and at least one course in each of the major fields of learning: Science, History, Social Sciences and the Humanities (Johnson, 1982). Traditionally, these subjects are grouped together in departments and further grouped in divisions: Humanities, Social Sciences, Natural Sciences and the Arts. The relevance of one course to another course is not emphasized. "Little thought is given to how the separate disciplines might actually contribute to [a] General Education [Program]" (Locke, 1989, p.23).

A Thematic Based General Education Program emphasizes ideas and issues that go beyond the traditional academic structure of separate disciplines (Hunter, 1979).

The Great Books Approach proposes that by studying the greatest books of ages past students will become familiar with the process and results of men's best thinking and will then be able to apply the resultant learning to current and future problems of day to day learning (Johnson, 1982). Another approach is the Survey of Fields of Knowledge Approach. It selects subject matter content on the basis of a survey of one or more allied broad fields of knowledge. This approach has students taking several survey courses plus selective electives in their fields of choice. It is supposed to enable students to organize and synthesize their thinking into integrated wholes. It also expands students' insights and understandings so that they may later be able to make daily applications to their lives (Johnson, 1982). Some colleges use the Survey Approach in their Interdisciplinary Based General Education Program.

An Interdisciplinary Based General Education reaches across departmental lines and focuses on essential human issues (Locke, 1989). The Infusion Approach proposes that outcomes in such areas as human relations, personal adjustment, citizenship and communication skills can be taught as opportunity arises in any area of the college forum. It increased the students' ability to synthesize knowledge from different sources (Hunter, 1979; Johnson, 1982).

A Competency Based General Education focuses on specific outcomes rather than on course content or method. This approach concentrates on

the information, attitudes, and values all students are expected to acquire as a result of having attended college.

The Functional Course Approach affects courses which are based on problems and areas of living derived from and identified by studies of the characteristics and needs of students and of the society in which they live are a part (Hunter, 1979; Johnson, 1982). Students can meet the requirements by taking tests, courses, independent studies, field work, and prior experience.

Actually, most colleges and universities do not consistently follow any single organizational model. A considerable number of institutions of higher education use a Composite of Organizational Models and Approaches. For example, some that adhere to the Liberal Arts Approach also may "offer courses of the functional type such as family life education, communications and personal and social adjustment. Some of these same institutions may also offer one or more survey courses and perhaps are in the great books as well" (Johnson, 1982, p.9).

An implementation model is the way in which a college has placed its organizational model of General Education in effect. The first process is known as the Distribution Requirement Process which contends that all students need to know generally the same things but that they can learn them in a variety of ways. Students are required to take a specific number of courses in each of the major divisions of study. In essence, they are sampling departmental course offerings on a credit basis in order to broaden their academic experiences at the college. "In practice, however, students frequently make their selections for the wrong reasons: because the course is easy or is offered at a convenient

time; because a friend is enrolled, or because the course must be gotten out of the way" (Hunter, 1979, p.75). Furthermore, departments are forced to make compromises about how to share the curricular pie and maintain class enrollment figures (Maher, 1980).

Another process is known as the Prescribed Distributions. Here the college would dictate most of the requirements with few electives. For example, the Harvard Redbook proposed that all students take required courses in English Composition, Humanities, and Social Sciences; either of two courses in the Natural Sciences; plus three electives in Humanities, Social Sciences, and Natural Sciences (Gaff, 1983). Smorgasbord Requirements are those requirements which are less structured and which give more freedom to the students. At the University of Pennsylvania, for example, students can satisfy General Education requirements by taking a foreign language and three courses in any tow of the following areas outside of their majors: Humanities, Social Sciences, Natural Sciences, or Interdisciplinary Studies (Hunter, 1979). Recommended Requirements are not mandatory. Students at Trinity College in Connecticut are urged to take courses in four theme areas -- language and other symbolic systems, human interaction with the natural world, human social institutions, and forms of culture. Whether such courses are actually taken in determined by the students. Self-paced Distribution Requirements hold the students responsible for how and when these requirements will be met. At Hampshire College in Massachusetts, General Education is linked to examinations and projects rather than to specific courses. Hampshire has requirements in the Natural Sciences, Mathematics, Language and Communication, Social Sciences, Humanities, and

Art. Contract Approach refers to an arrangement developed by a student and worked out with his/her advisor to meet distribution requirements. At Metropolitan State University in Minnesota, for example, each student has a personally designed program which provides exposure in five areas: basic skills, personal growth and development, civic skills, vocational skills, and cultural and recreational skills (Gaff, 1983). These varied distribution requirements have one element in common -- an assumption that students need some common educational experiences. How these experiences are achieved can take several forms, influenced by the college and the student.

Free Electives allow students to choose what they want to learn. Free electives are a process based on a premise that all students need to know different things and should learn these things in a variety of ways. "The amount of General Education coursework students elect depends on the attitudes of the faculty, the quality of advising, and the availability of courses" (Gaff, 1983, p.11).

A final process is the core curriculum which is a configuration of courses required of all students. First, a core is most commonly found and is most successful in small colleges with a relatively homogeneous student body. In these settings, there can be some consensus about which knowledge is most worth having, and a required core is not considered unduly confining by students or faculty. Few schools, however, fit this description" (Gaff, 1983, p.10).

As we have seen in terms of organizational models of General Education Programs, most colleges and universities likewise do not consistently follow any single implementation model. They seem to use a

Composite of Implementation Models. For example, some may require all students to take a core curriculum of x number of credits; then mandate that their transfer students take y additional credits in specific course areas; and finally permit students to take 2 or more of free electives in addition to the required courses of the students' major areas of study.

The problem and/or challenge of General Education is emphasized in the community colleges because there the students tend to be more heterogeneous with respect to age, experience, and education. "Many community college students are quite competent in areas covered by General Education courses. For such students, certain requirements would be completely inappropriate. For certain other students, those with inadequate communication or mathematical skills or those with an a typical psychological or cultural background, certain General Education courses would be inappropriate" (Hunter, 1979, p.76).

> [Moreover], much more responsibility for structuring General Education rests with students; they may choose courses that are of immediate interest or have short term vocational value rather than courses that have more enduring value. Second, some departments have strengthened their hold over the curriculum, not by increasing the number of hours required for a major but by encouraging students to take cognate courses that buttress that major.
>
> Blackburn (1976) and his colleagues report that at institutions that greatly increased electives, students tended to choose courses within their major divisions rather than range farther field. Third, the loosening of Liberal Arts requirements allowed professional and pre-professional programs to expand. Such programs typically require fewer General Education courses than do concentrations in Arts and Sciences colleges (Gaff, 1983, p.9)

When considering the degree offerings of community colleges--Associate in Arts, Associate in Science, and Associate in Applied

Sciences, students' goals, namely their reasons for choosing a particular curriculum, should be considered. Another factor is the program of study's quality -- "its merits as evidenced by accrediting boards, the program review process, outside evaluators, and other appropriate indicators" (Bartley, 1985, p.48). A third factor is the degree program's centrality to the community college's mission, in other words, the degree to which the purpose and objectives of the program's curriculum are related to the college's mission. A fourth factor to consider when examining a degree program is to study its curriculum persistence rate which is "the percentage of full and part-time students who have not graduated, are eligible to return, and who enroll in the same curriculum in the subsequent semester" (Bartley, 1985, p.47).

President David Bartley (1985) of Holyoke Community College indicated that community college curricula can be defined as follows:

- Growth Oriented Curricula reflect programs of study which have shown an overall rate of growth in applications and enrollments that exceeds the growth experienced by the college as a whole and a rate of related placement equal to or greater than the all college rate will be considered growth oriented curricula.

- Declining Demand Curricula have programs which show an overall decline of ten percent or more in both applications and enrollments or a rate of related placement that is below the all college rate by ten percent of more in two of the past three years.

- Stable Demand Curricula include programs which have exhibited both of the following characteristics over a four year period:
  (1) a stable or fluctuating pattern of applications and total enrollments in which overall rate fluctuates are in a range of plus or minus nine percent from the all college rate and
  (2) a rate of related placement in two of the three years which fluctuates in a range of plus or minus nine percent from the all college rate (Bartley, 1983, p.29).

When one studies community college curriculum, one should not overlook the course offerings. A career course is considered one for which the "main design feature is application toward an occupation at the degree level of the institution" (Bartley, 1982, p.A2). A developmental course, described as pre-collegiate in essence, enables the student to improve and strengthen her/his basic skills in reading, writing, and math. An honors course is a class that has limited enrollment for exceptionally academic and intellectually capable students. Pre-collegiate courses are those courses "required of students graduating from high school in the general or college board programs" (p.A4). Moreover, a transfer course is one which a student may apply toward a baccalaureate degree at a receiving four year institution whereas a terminal course is one pertaining to college level programs not designed for transfer to other institutions of higher education (Bartley, 1982, p.A4). The graduation rate of community college students, namely the number of graduates in a curriculum as measured against the total freshmen enrollment two years earlier, reflects the students' goals which influenced their choice of degree. On the other hand, the related placement rate of these graduates represents the percentage of them who transfer or find employment in fields related to their program concentration at the community college. The quality of placement is the "extent to which [community college] graduates obtain positions related to their field of study or transfer to a senior institution at a level consistent with the purpose and goals of the curriculum" (Bartley, 1985, p.47).

Concern for the academic preparation of students should not be

limited by their day of graduation. Competencies for effective lifelong learning should also be addressed. If the student has not developed reading speed and comprehension skills, analytical skills, decision making skills, synthesizing skills, human relations skills, computational skills, and computer skills, "he or she has been doomed forever to educational purgatory" (Parnell, 1985, p.26).

The agency of the Commonwealth of Massachusetts which strives to prevent such a purgatory is the Board of Regents of Higher Education which was created in 1980 by Chapter 15A to oversee the state's 29 public colleges and universities. The Board is composed of 15 members who serve for five year terms plus one student member whose slot is rotated yearly. Members are appointed by the Governor (Blake, 1986, p.23). Moreover, the Board represents a central governing body with strong budgetary and programmatic authority with individual boards of trustees clearly intended to have substantial responsibility for the management and administration of individual institutions. The Regents not only have governing authority over all public institutions but are also charged with overseeing the process of private sector charter and licensing review and approval (Duff, 1982). When discussing the scope of enrollment and its impact on community colleges, the Regents make a distinction between traditional and non-traditional enrollments.

Traditional enrollment represents a class of students, the majority of whom are 18-20 years of age and the minority of whom are of other age groupings (Bartley, 1982). In contrast, non-traditional enrollment are those students who are not a segment of the continuing flow of students from high school and who are from groups that have not been served

traditionally by higher education such as handicapped, minority, and limited English speaking students of all ages. In the non-traditional group, adult students are considered those students 21 years of age and older. Minority students are "those students generally Black, Hispanic American, American Indian, Asian American as well as others classified by the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972" (Bartley, 1982, p.A3). Another category represents those students who are considered high risk students. These students are not academically prepared to enter into regular academic and career programs of study. These students need remedial and prerequisite skill building programs before assuming the course requirements of any college program of study (Scibelli, 1985).

The Regents have established the Open Admissions Policy in order to facilitate the enrollment of both traditional and non-traditional students at community colleges in Massachusetts. This open admissions policy has no quota nor unique selective criteria (Bartley, 1982). It allows "... students whose previous academic achievement would not have allowed them, years ago, to compete for entry into higher education ... and hold out the promise of fulfillment through the acquisition of a degree or certificate which will credential then for higher level of employment or transfer into a baccalaureate program" (Houlihan, 1983, p.1.). Understandably, attrition plays a factor in regard to enrollment so much so that support services, non-classroom activities, are designed to allow the students to function well in the classroom as well as to reduce the rate of students "exclusive of graduates that fail to re-enroll for the subsequent term -- voluntarily or involuntarily" (Bartley,

1982, p. A2). In order to increase retention for that component of a class that does re-enroll for the subsequent term, prescriptive advising is done by the community colleges. This process is one in which appropriate college personnel review students' entry tests and plan their semester course loads accordingly (Houlihan, 1986). For these students who are tested at basic levels in any or all of three skill areas of reading, writing, and computating, self-paced, competency based learning, a flexible learning process may be offered.

> The nature of competency based instruction requires that a student master one skill before she/he proceeds to the next. The interaction of the learning facilitator with the student as she/he masters each discrete skill and progresses to the next is critical [in] this format of instruction ... competency based learning materials, though costly, are designed specifically to require mastery in a sequence individually designed for each student ... It is expected that disadvantaged students completing a sequence of competency based courses in reading, mathematics, and writing would demonstrate competency at an acceptable academic level in an exit testing program" (Van Winkle, 1985a, p.90).

In addition to degrees and certificate diplomas, community colleges also offer various programs. Cross registration is a process of course registration conducted between two or more institutions of higher education (Bartley, 1982, p. A3). One form of cross registration is the 2 + 2 Program. This program may apply to the cooperative transfer articulation between a high school and community college in which an integrated four year program is offered to a student whose last two years at high school are transferred directly to the first two years of a college education at the community college level or between a community college and four year institution in which an integrated four year program is offered to a student whose community college two year course

work is transferred to the four year public college or university by means of the Massachusetts Transfer Compact (Traicoff, 1987). A 1+1+2 Program "integrates vocational technical high school programs with a second year of community college science and general education, transferring the whole program to a senior institutional baccalaureate offering" (Van Winkle, 1984, p.3). An Inverted 2+2 Program is a means by which community colleges offer a student, who has learned junior and senior level knowledge and expertise due to her/his practical experience, the freshman and sophomore years for a Bachelor in Science Degree in Technology (Van Winkle, 1987).

Adult and Continuing Education Programs are essentially non-credit and credit and are designed for adults and out of school youths who want to learn in order to upgrade themselves; to acquire a new skill; or to retrain for new job skills. These "programs are for professional or career advancement, study of governmental problems, expansion of cultural knowledge and interest, and other course work that are not generally degree oriented" (Bartley, 1982, p.A2). Community Service Programs, another aspect of the divisions of Continuing Education, provide seminars, work shops, and special courses to meet the demands and/or needs of the community at large serviced by respective community colleges. Finally, Developmental Education Programs help people develop the proficiencies to be lifelong learners. "[They] also help individuals remove the educational barriers that impede progress toward their goals. That barrier may be reading speed, writing skills, computational deficiencies, memory training, problem solving skills, or analytical skills. The emphasis ... is on diagnosis, prescription, and

program placement" (Parnell, 1985, p.98). The importance of providing an academic program such as Developmental Education in which students can acquire or strengthen academic skills is that over a period of time a significant increase in student retention is observed.

The National Commission on Excellence (1983) believed that the goals of equity and high quality schooling have profound and practical meanings for our economy and society. It stressed that we can not permit one to yield to the other in principle or in practice. According to David Gardner (1983), to yield would deny students an opportunity to learn and live according to their dreams and abilities. It also would result in a generalized accommodation to mediocrity in our society on the one hand or the establishment of an undemocratic elitism on the other.

In response to the issue of mediocrity, tracking patterns have sprung from the traditional division of arts into the liberal and fine arts and the practical arts even at the community college level. Although the American education system is derived from an elitist philosophy, the populist tradition bloomed early as more and more individuals saw education as their pathway into the economic mainstream of American life (Parnell, 1985). Consequently, rigid boundaries were drawn between liberal and practical arts although one may assume that those boundaries create an unnecessary tension.

> The liberal and fine arts bring meaning to life in many ways and liberate the individual by developing the creative and spiritual senses. The practical arts bring a focus to life that helps individuals move from dependence to independence; few experiences are more liberating than developing vocational competence. Clearly, the liberal, fine, and practical arts must move closer together (Parnell, 1985, p.26).

If for no other reason, the demands of the Technology Revolution

will require the transformation of tracking systems in curriculum to a comprehensive liberal curriculum which merges the liberal arts and practical arts. In other words, General Education is an educational concept that supports "a curricular acknowledgement that individualism alone is insufficient [and] that each person is part of a larger community" (Lenne, 1990, p.51). Its agenda is the development and integration of "every student's knowledge, skills, attitudes, and experiences so that the student can engage effectively in a life long process of inquiry and decision making" (Lukenbill, 1978, p.29).

> [Exactly] what should students study? This line of debate has been advanced by Allan Bloom (Great Books); William Bennett (Classics in the Western Tradition); and E.D. Hirsch Jr. (Knowledge of Important People, Events,and Artifacts of Culture). [However], as Wayne Booth pointed out in his open letter to Hirsch (Change, July/August, 1988), the subject matter or curricular question is only one element in the educational equation. We have to move beyond content — as important as that is — to consider other critical elements, including the students, teachers, and circumstances within which education occurs (Gaff, 1989, p.13).

A core of learning enhances the sense of community whether large or small. Colleges have an obligation to provide students with a means of viewing the big picture that should result from four or more semesters of course preparation. There is an interrelationship that exists between the different disciplines that too often goes unnoticed by graduating students. They view their college educations as simply a piecemeal sequence of course requirements. A General Education core can serve as a vehicle for insuring that the student who is transferring to an upper division or entering the job market know that these interrelationships exist and that to be successful, deficiencies must be remedied. ("College Curriculum: A Case for the Core," 1990).

Boyer (1987) argues that an effective college has a clear and vital mission. All members of the college community understand and promote a shared vision of what the institution is seeking to accomplish.

Chapter 3

GENERAL EDUCATION AT BUNKER HILL COMMUNITY COLLEGE

Rationale

"General Education is being asked to ensure that all students are literate, if not when they arrive on campus, at least by the time they graduate" (Gaff, 1983, p.32). Consequently, General Education is being defined as an institution wide basis and appears to be recognized as the focal point of the undergraduate curriculum for all students. Its emergence points to a renewed commitment to undergraduate education; to Liberal Arts rather than Career Preparation; and to General Competence rather than to Technical Specialization (Gaff, 1983). Its prominence represents the first time since the end of World War II when Harvard published in 1945 its "Redbook" in the General Education in a Free Society that educators nation-wide have taken an interest in General Education. Its significance is enhanced by the fact that college curriculum is becoming more vocational in nature. College students are concentrating on studies that prepare them for work in the areas of their majors and career orientation at the expense of Liberal Arts (Levine, 1990).

Levine (1990) proposes that there is a commonality all human beings share and that a General Education is necessary to teach that commonality. He contends that this commonality is a relative phenomenon with each community college, four year college, and/or university responsible to develop its own curriculum that best reflects its own vision of the bonds that people share. Boyer/Levine (1981) contend that General Education's mission is to reaffirm the connectedness among all

General Education's mission is to reaffirm the connectedness among all individuals. This effective college has goals which "flow from the needs of society and also from the needs of the persons seeking [an] education" (p.58). Can this vision be actualized at an institution like Bunker HIll Community College where we are called upon to serve such a diverse student population motivated by their individual needs? Bunker Hill Community College, in keeping within the guidelines originally established by the Massachusetts Board of Regional Community Colleges, seeks to achieve the following:

. To provide post-secondary education to Commonwealth students of all ages irrespective of race, sex or economic background;

. To provide a variety of programs and educational methods to meet the needs of a student body with diverse educational backgrounds and career expectations;

. To create a learning environment in which students' potential may be developed;

. To provide a comprehensive student services program;

. To cooperate with community agencies in providing a broad range of educational services which meet community needs:

. And to provide short term and credit programs through the Division of Continuing Education" (Robertson, 1990a, p. 5).

Elements

Different elements, individually and in combination, have been chosen to form General Education curricula at the following colleges and universities which the Committee studied:

- Maricopa County Community College District Phoenix, Arizona
- Los Medanos College Pittsburg, California
- State University of New York at Plattsburg
- Cameron University Lawton, Oklahoma
- New College at the University of Alabama
- Piedmont Virginia Community College

- Miami Dade Community College
  Miami, Florida
- St. John's College
  Annapolis, Maryland and
  Santa Fe, New Mexico
- Thomas Aquinas College
  Santa Paula, California
- Shimer College
  Waukegan, Illinois
- Plymouth State College
  New Hampshire
- Jefferson State Junior College
  Birmingham, Alabama
- Dixie College
  St. George, Utah
- Richland College
  Dallas, Texas
- University of Delaware
  Newark, Delaware
- Cornell University
  Ithaca, New York.

The most commonly employed element of General Education is the course distribution requirements system. More than 93% of the institutions used many variations of this implementation model of General Education. Five percent of colleges and universities had Disciplined Based General Education Programs for their organizational models. This model has each major field of study establish its own General Education requirements. Only 2% of the institutions used a composite model which combined an Interdisciplinary Based General Education organizational model with a core curriculum implementation model (Locke, 1989).

Another element is the capstone course. This integrating learning experience enables the student to demonstrate the ability to synthesize facts and concepts; to reach a conclusion by focusing on a problem and bringing to bear skills of critical analysis; and to give recommendations. Students usually take this course after they have completed most of their required course work.

The most recent innovation in college curriculum design is the core curriculum. This true core curriculum, in contrast to the variations the Committee encountered, requires that all matriculated students complete the same discrete body of courses. These courses can be drawn from the current curricula offerings but are usually created anew. Such new

courses emerge for a General Education program and tend to have an interdisciplinary content that enables students to understand the interconnectiveness of events, ideas, creations, themes, and theories. Furthermore, these courses encourage students to engage the intellectual skills and attributes of a well rounded citizen. It should be noted that these courses are developed in contrast to the specialized and/or introductory courses of a major discipline. For example, the first course for a student majoring in math, namely College Algebra, would not meet the definition of a General Education course. In contrast, a course such as Numeracy, offered at Arizona State University, would meet such a definition. It is designed to develop the minimal level of mathematical ability required for an understanding of the science, statistical methods, and quantitative analysis. In addition, algebraic logic offers one of the simplest approaches to the development of a rational process of thinking and reasoning in daily life.

The last two elements in General Education curriculum are free electives and major requirements.

The Committee's research uncovered a lack of consensus on a vocabulary for General Education. The Committee finds that terms are used interchangeably and sometimes to the point of contradiction. For example to some colleges and universities, core curriculum means a specific body of interdisciplinary courses such as at Miami Dade Community College. At state colleges in Massachusetts, however, a core curriculum refers to a cafeteria plan of course choices. Moreover, many colleges tend to discuss their General Education programs in terms of their organizational model, implementational model or a combination of both.

In devising a General Education program, the faculty will have its first opportunity ever to debate what students should learn. This Committee devoted much attention to this issue. What follows is a recommended framework. It is not meant to be all inclusive, but rather it should be used to spark debate and analysis.

General Education Curriculum Goals

For

Lifelong Learning

Bunker Hill Community College is an institution with courses and programs that continue to evolve. Its dynamic curriculum is ever changing to meet the cultural, economic, educational, linguistic, political, societal, and technological forces which constantly impact the student and his/her community. As Gary Miller (1988) points out in his book, The Meaning of General Education, the technological revolution has moved much faster than our economic, political and social institutions' abilities to adapt; it is not only technology that is changing; "it is the intricate fabric of society, the collection and organization of shared assumptions and principles that are the common stock of thought and action in daily life, that are only too quickly being transformed" (p. 1).

Given then that the mission of Bunker Hill Community College is defined by the needs of the student and of the community, then the function of its General Education curriculum is one of enabling students to better understand and meet the challenges of a changing world. Bunker Hill believes that the college experience should and must address the whole person. It envisions that the integration of life long learning

skills will provide the foundation of a fuller life. Furthermore, it anticipates that the General Education curriculum will guide the student toward the successful accomplishment of the following goals:

AESTHETICS:

Students will explore the dimensions of cultural and creative expressions of the human intellect and imagination. They will learn how to incorporate the arts to enrich their lives.

CAREER:

Students will develop those skills necessary for a productive professional life and will learn how to set educational goals and objectives for their individual professional pursuits.

COMMUNICATION:

Students will develop the abilities to perceive, gather, organize and present information by a variety of means, verbal and non-verbal alike. They will also learn how to apply such abilities to explore interpersonal communication needs such as conflict resolution, proglem solving,negotiations,and helping.

CRITICAL THINKING:

Student will learn how to think analytically and reason logically using current information and past experience to make informed judgments and to exhibit practical application.

EARTH, LIFE, AND TECHNOLOGY:

Students will investigate the laws, theories, and scientific methods of inquiry used to explain the physical universe, its life forms, and its natural phenomena. They will examine the applications of this knowledge that have produced technology.

They also will study the impact of human behavior on the environment and its relationship to the quality of life.

ETHICS AND VALUES:

Students will participate in the study of conduct (ethics) and the study of beliefs (values). They will examine the sources of their ethical system, the nature of their values, and the impact their ethics and values have on their quality of life.

GLOBAL AWARENESS:

Students will examine the development and maintenance of cultural identity. They will study the role of cultural identity in a multicultural environment. They will examine also the interdependence of cultures. In addition, students will explore global survival issues such as ecology, economics, education, food, government structures, health, natural resources development, and population growth.

HOLISTIC HEALTH:

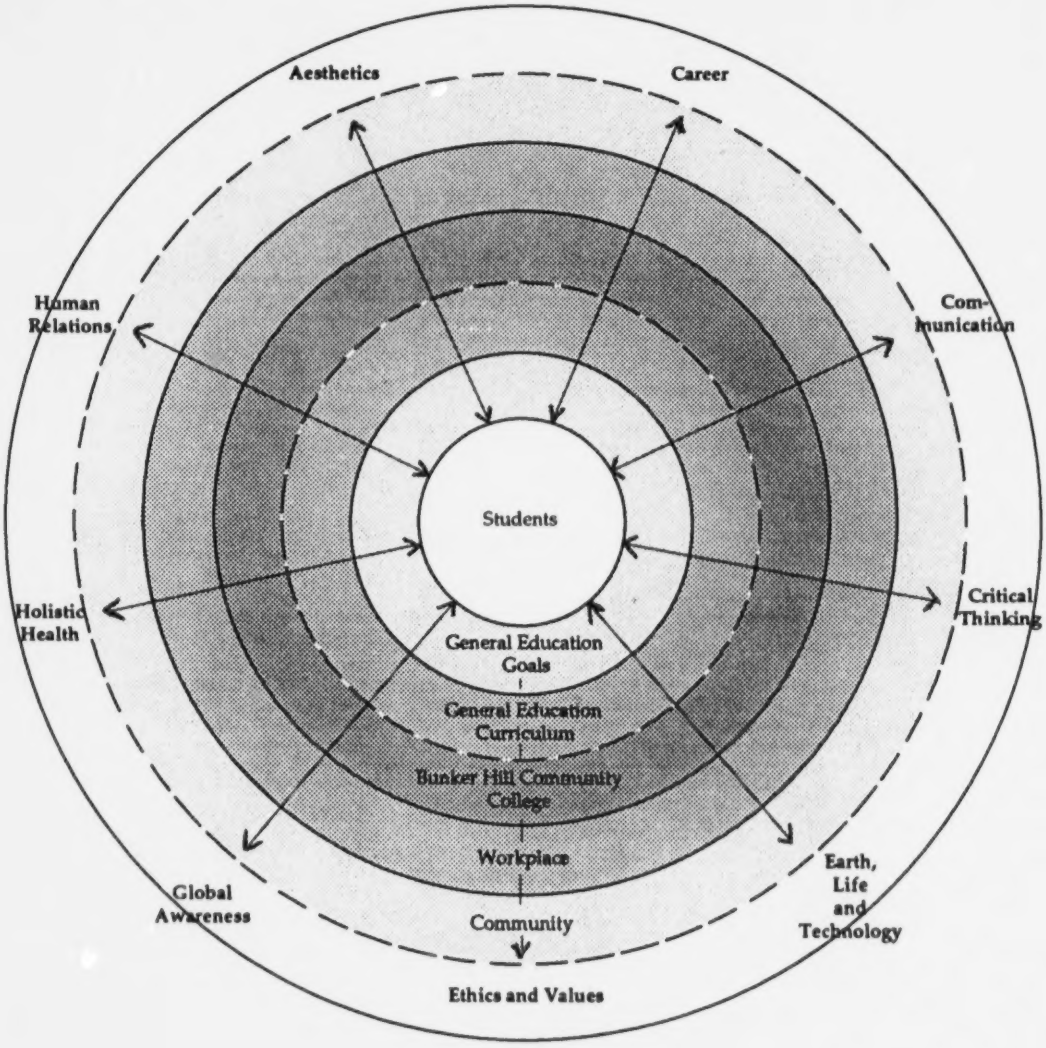
Students will identify and examine the major health issues of the day, explore their impact on the individual and society, and investigate methods of prevention and control. Students also will identify and examine their own major health requirements and lifestyles. They will set objectives for lifelong physical and emotional well being.

HUMAN RELATIONS:

Students will learn how to connect the elements of the complexity of human beings: their behavior, institutions, history, diverse societies, languages, and race relationships.

They will will learn how to apply this knowledge of human relationships in the development and nurture of their own interpersonal relationships.

GENERAL EDUCATION CURRICULUM GOALS



Preliminary List of Skills and Attributes Applicable to General Education Goals

In devising a General Education curriculum, the entire community of Bunker Hill will have its first opportunity to debate what student should learn, how they will learn it, and how will their learning be assessed. To begin this process, the General Education Review Steering Committee identified preliminary skills and attributes that an educated person possesses which enhance his/her quality of life as well as broaden his/her professional pursuits. Next, the Committee discussed a pattern of common denominators which seem to speak to these skills and attributes. For example, the Committee felt that citizenship, collective activity, group dynamics, and interpersonal skills contribute to a particular outcome, namely Human Relations. Faculty and staff will be invited to offer their input in the development of a more comprehensive list during Phases 3 and 4.

The preliminary list is as follows:

. Aesthetics

- Awareness of Form
- Principles of Harmony
- Appreciation of the Arts
- Impact of the Senses

. Career

- Communication
- Critical Thinking
- Decision Making
  *Individual
  *Group

- Ethics and Values
- Global Awareness
- Goal Setting
- Human Relations
- Introspection

. Communication

- Listening
- Reading
- Speaking
- Writing
- Symbol Transfer
- Computer Literacy

. Critical Thinking

- Abstract
- Analytical
- Quantitative

. Earth, Life, and Technology

. Ethics and Values

- Decision Making
  *Individual
  *Group
- Goal Setting
- Introspection
- Logic
- Reasoning
- Value Clarification

. Global Awareness

- Cultural Diversity
- Ecology
- Economic Systems and Issues
- Foreign Languages
- Holistic Health
- Human Relations
- Political Systems and Issues
- Race Relations

. Holistic Health

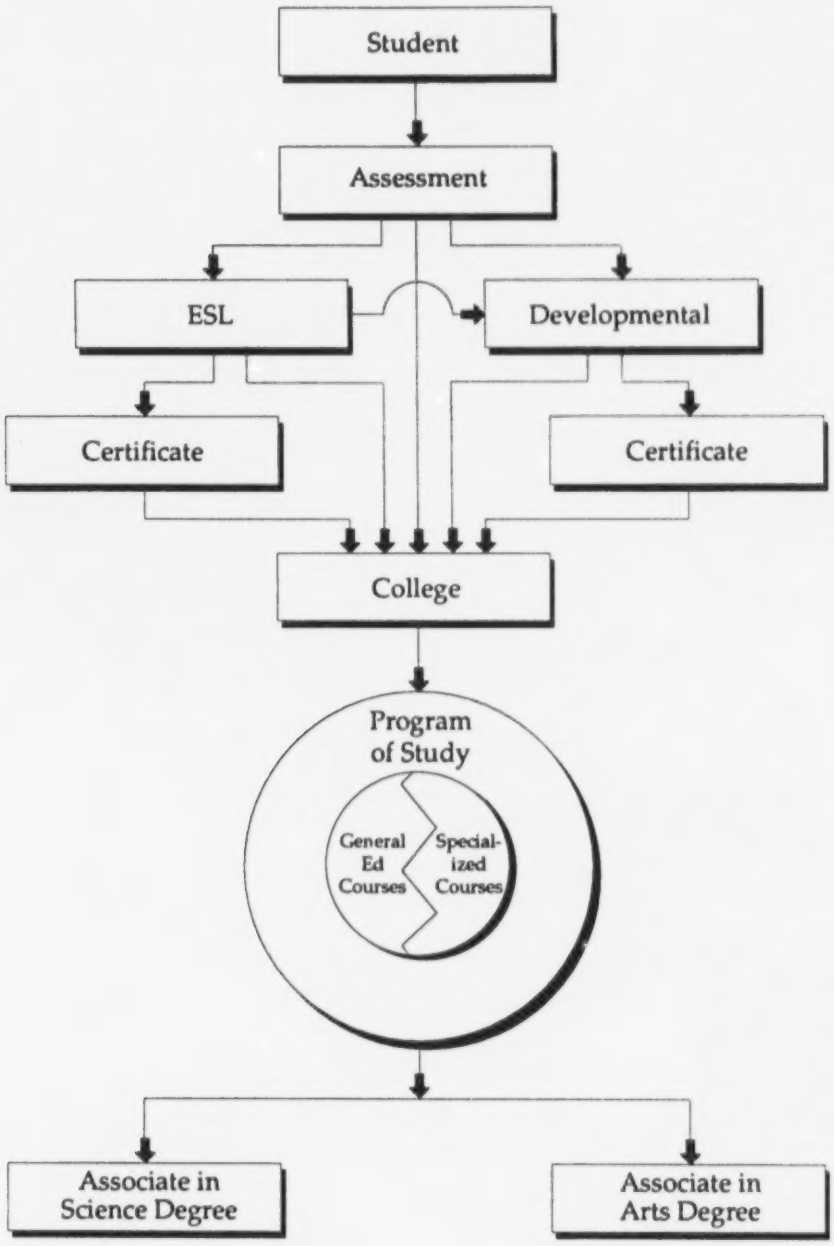
- Aesthetics
- Ethics and Values
- Human Relations
- Introspection
- Personal Development
  - *Decision Making
    - Individual
    - Group
  - *Goal Setting
  - *Introspection
  - *Value Clarification

. Human Relations

- Citizenship
- Collective Activity
- Group Pynamics
- Holistic Health
- Interpersonal Skills
  - *Conflict Resolution
  - *Helping
  - *Negotiation
  - *Problem Solving

The impetus for curriculum reform is the result of external pressures. The Massachusetts Board of Regents of Higher Education has issued a report entitled The Undergraduate Experience which creates the framework for a reformed curriculum. This reformed curriculum has as its basis the assessment of all incoming students with the intent to determine their degree of cololege readiness. Depending on the assessment outcome at Bunker Hill Community College, for example, students will be provided the appropriate English as a Second Language, Developmental, or College curriculum. Each degree program's curriculum would have a General Education component. As to the nature and details of this reformed curriculum, the Regents have left the determination to the individual colleges and universities. The following student flow chart reflects a General Education curriculum at BHCC.

GENERAL EDUCATION STUDENT FLOW CHART



Chapter 4

RECOMMENDATIONS

As Bunker Hill Community College has evolved, programs of study have been added to meet the growing demand for trained workers prepared for an ever-changing job market. The college community has done an outstanding job of providing innovative training and programs to meet these needs. This evolution, however, has occurred in an unpredictable fashion and so quickly that at first glance it would appear that no common course requirements exist among programs. In fact, that which might be known as General Education core is not even mentioned in the BHCC catalog. While surely this lack of formal organization is not so serious as to cause chaos, a structuring of course requirements formally acknowledged by the entire college community can only add strength to the already diverse body of programs.

Ours is a dynamic institution with courses and programs that continue to evolve. A close look at the BHCC course requirements does indeed show a minimum requirement of twenty-one credits in General Education exists in almost every program option. These credits already serve, in a sense, as a beginning nucleus for General Education at BHCC. Program restructuring, should the General Education Task Force recommend it, need not cause tremendous disruption.

Without a doubt, an important feature of BHCC is its ethnically diverse student body. As this diversity continues to expand, so too will the gap between students and an increasingly important common body of knowledge necessary for success in today's job market.

that our goal should be to eradicate differences between people. The collective student population must define, in the end, the General Education component.

Cultural and ethnic diversity is a force which requires people to contemplate and understand what each rich heritage has to offer to an open society. All of these differences can and should be acknowledged in some way in a curriculum. To this point, no real effort has been made to really integrate and appreciate such diversities. General Education allows the college community to acknowledge that there is a connectedness among people and that each of us is a part of a larger community (Levine, 1990).

Currently debates with parties arguing both sides of the issues surrounding a multi-cultural approach to learning have begun to increase. A recent issue of the Boston Sunday Globe states that "on college campuses throughout New England, the buzzword for the 1990's is multi-culturalism" (Kadaba, 1990, p.66). Some colleges have acknowledged the demand for multi-cultural awareness by adding courses which satisfy whichever ethnic group demands recognition the most. Other schools have chosen to offer a broader view by integrating different cultures into aspects of many new courses from Global Issues courses to World Culture courses. General Education courses are frequently those in which such attempts at addressing multi-culturalism tend to be found.

Bunker Hill Community College enters its eighteenth year of existence this academic year. During its history, the faculty have frequently debated how students should learn. Many have contended that a BHCC degree should mean that students, as Boyer (1987) proposes, are inspired by a larger vision rather than simply trained for a job. "This

imperative does not replace the need for rigorous study in the disciplines, but neither must specialization become an excuse to suspend judgment or diminish the search for purposeful life objectives" (p.284).

The General Education Review Steering Committee is convinced that an exploration of General Education for Bunker Hill Community College should begin immediately. It recommends that all segments of Bunker Hill Community College's community participate in the implementation of the following tasks:

- Identification of General Education goals
- Adoption of General Education goals
- Design of General Education model
- Adaption of General Education model and revised curriculum
- Determination of General Education outcomes
- Design of an assessment procedure
- Administration of assessment instrument
- Evaluation of assessment findings
- Development of a review process of General Education program.

The General Education Review Steering Committee will submit to the Bunker Hill Community College community a calendar of its planned activities at the beginning of each applicable semester.

The Massachusetts Board of Regents of Higher Education has itself made the following recommendations:

- Importance of General Education: The General Education component of the curriculum must be viewed as a major contribution to the goals of undergraduate education to all colleges and universities, and therefore essential to fulfillment of their mission. Accordingly,

institutions should nurture General Education and give it the status it deserves (1989, p.22).

- o Minimum Requirements for General Education: The General Education component of undergraduate degree programs should include a balance of required study and/or restricted electives in the Liberal Arts Sciences in such disciplines as the Humanities, Arts, Natural and Physical Sciences, Mathematics, and Social Sciences.

This component should account for at least 16 semester hours, or the equivalent, for the Associate in Applied Science degree; 20 semester hours, or the equivalent, for the Associate in Arts degree; and 36 credits, or the equivalent, for a baccalaureate degree.

These are the lowest acceptable proportions and institutions are strongly encouraged to exceed them. In addition, an institution's requirements should not preclude opportunities for experimental curricula and honors programs (p.23).

- o Principles to Guide Continuing Review of General Education. Each institution should review the General Education component of its undergraduate curriculum and specify expected outcomes, using the following set of principles as a guide and basis of reference. The institution's General Education requirements should be revised as needed, keeping in mind the level and scope of student attainment of abilities and knowledge that the institution determines to be appropriate to its mission and the degrees it offers (p.23).

The General Education component of the undergraduate curriculum should aim to develop in the student ability to:

- Reason abstractly and think critically and creatively;

- Use oral and written language effectively and critically as listener, reader, speaker, and writer;
- Reason quantitatively, using numerical data and symbolic representations as appropriate;
- Make aesthetic and ethical judgments; and

learn independently and adapt to change;

and knowledge of the uses of languages and literatures in shaping and sustaining culture; the history, traditions, and values of one's own and other cultures, and the role of the past in shaping the present and the future; the nature, development, and role of social institutions; the fine and performing arts; the scientific method of creating new knowledge; the modes of inquiry that characterize different disciplines and the connections among them; and key technological applications of the sciences (p.23).

- General Education and Integrated Learning. Since General Education is defined more by its goals than by a set of courses, institutions should integrate their General Education component with the student's entire program of study (p.23).
- Faculty Involvement in General Education: An institutions' faculty as a whole should be involved not only in designing the General Education component but also in subsequent instructional activities for that component (p.24).
- Study of Foreign Language:
  - Those four-year public colleges and universities that do not require the study of, or demonstrated competence in, a foreign language for

the earning of a baccalaureate degree are urged to institute such a requirement:

- Students who have not completed two years of study of a foreign language in high school who are admitted to the four-year public colleges and universities should complete the equivalent study of, or demonstrated competence in, a foreign language before receiving the baccalaureate degree (p.24).

APPENDICES

APPENDIX A:

THE COMMONWEALTH TRANSFER

COMPACT — 1990

THE COMMONWEALTH TRANSFER COMPACT

JANUARY, 1990

(for students transferring from Massachusetts community colleges to public colleges and universities offering the baccalaureate degree)

Section I: Requirement for Transfer Compact Status

A student shall be eligible for Transfer Compact status if he or she has met the following requirements:

a. Completed an Associate degree with a minimum of 60 credit hours exclusive of developmental coursework

b. Achieved a cumulative grade point average of not less than 2.0 (in a 4.0 system) at the community college awarding the degree

c. Completed the following minimum general education core, exclusive of developmental coursework.

English Composition/Writing	6 credit hours
Behavioral and Social Science	9 credit hours
Humanities and Fine Arts	9 credit hours
Natural or Physical Science	8 credit hours
Mathematics	3 credit hours

The sending institution is responsible for identifying the transcript of each student who is a candidate for transfer under this compact.

Section II: Credits to be Transferred

The 35 credits in general education specified in Section I will be applied toward the fulfillment of the receiving institutions's General Education requirements.

A minimum of 25 additional credits will be accepted as transfer credits by the receiving institution. These credits may be transferred as free electives, toward the receiving institutions's additional General Education requirements, toward the Student's major, or any combination, as the receiving institution deems appropriate.

Only college-level course credits consistent with the standards set forth in the Undergraduate Experience recommendations are included under this Compact. Credits awarded by the sending institution through CLEP, challenge examinations, and other life experience evaluations for course credit may be included when the community college certifies that a student qualifies under this Compact.

Section III: Credits Beyond the Associate Degree

To complete the baccalaureate degree, a student who transfers under this compact may be required to take no more than 68 additional credits unless:

a. The student changes his or her program upon entering the receiving institution, or

b. the combination of additional General Education requirements, in any, and the requirements of the student's major at the receiving institution total more than 68 credits.

Under these circumstances, transfer students will be subject to the same requirements as native students. (The term "native student" refers to students who began their undergraduate education at the baccalaureate institution.)

Section IV: Admission to Competitive Majors or Programs

If because of space or fiscal limitations the receiving institution

does not admit all qualified applicants to a given major or program, the receiving institution will use the same criteria for applicants who are transfer students under this Compact as it does for its native students.

Section V: Transfer Coordinating Committee

A Transfer Coordinating Committee, convened by the Board of Regents, will monitor use of the Transfer Compact, resolve appeals as they pertain to the provisions in this document, and collect and analyze relevant data.

Section VI: Publication of Requirements

Each public college and university shall include in its official undergraduate catalog the provisions of the Commonwealth Transfer Compact. A transfer student may not be held to any degree requirements at the receiving institutions that were established less than three years prior to transfer admission.

Section VII: Transfer Records

The student with Transfer Compact status will be furnished by the receiving institution a list of courses to be fulfilled to earn a bachelors degree no later than the end of the semester the students enrolls. With the agreement of the student, a copy will be provided to the Transfer Officer at the sending community college.

Section VIII: Transfer Officer

The President or Chancellor of each public institution of higher education will identify an individual who serves as that institution's Transfer Officer. The Transfer Officer's responsibility will be to assist students with transfer activities.

Section IX: Student Appeals

A student who believes that the provisions of this Compact have not

been applied fairly to his/her transfer application has the right to appeal.

Initially, differences of interpretation regarding the award of transfer credit shall be resolved between the student and the institution to which he/she is transferring. If a difference remains unresolved, the student shall present his/her evaluation of the situation to the institution from which the student is transferring. Representatives from the two institutions shall than have the opportunity to resolve the differences.

Absent a satisfactory resolution, differences of interpretation may be presented to the Transfer Coordinating Committee.

Section X: Effective Date

The Commonwealth Transfer Compact takes effect January 9, 1990.

APPENDIX B:

GLOSSARY

GLOSSARY

This glossary consists of vocabulary that has emerged from the summer deliberations of the Committee. This is how the Committee discussed the issue of General Education. In the interest of clarity, the Committee has selected to define the following terms for General Education at Bunker Hill Community College. These terms are commonly used in the literature of General Education. The Committee has defined them in the interest of securing a common vocabulary. The Committee intends that these definitions will serve as useful tools in the College's deliberations about General Education.

GENERAL EDUCATION:

General Education is a common experience for lifelong learning. It is fundamental learning which enables students to further their career, citizen, and personal goals.

ORGANIZATIONAL MODEL:

An organizational model is the way in which a college has structured or put together its General Education Program.

- Discipline Based General Education Program - [See Chapter 2]
  - Liberal Arts Approach
- Thematic Based General Education Program
  - The Great Books Approach
  - Survey of Fields of Knowledge Approach
- Interdisciplinary Based General Education Program
  - Infusion Approach
  - Survey Approach

- o Competency Based General Education Program
  - Functional Course Approach
- o Composite of Organizational Models and Approaches

IMPLEMENTATION MODEL:

An implementation model is the way a college has placed its organizational model of General Education into effect.

- Distribution Requirements Model [See Chapter 2]
  - Prescribed Distribution Requirements
  - Smorgasbord Requirements
  - Recommended Requirements
  - Self-Paced Distribution Requirements
  - Contract Distribution Requirements
- Free Electives Model
- Core Curriculum Model
- Composite of Implementation Models

COMPETENCY:

Competency is the acquisition of a specific skill or intellectual attribute which can be measured of a student.

ASSESSMENT:

Assessment is the mandatory diagnostic process of evaluating the academic preparation of incoming students for the purpose of their placement at the appropriate curricular level.

DEVELOPMENTAL EDUCATION:

Developmental education is based on the assumption that a student has never learned and mastered a particular body of skills and knowledge.

REMEDIAL EDUCATION:

Remedial education assumes that a student has learned a particular body of skills and knowledge but is no longer functioning at grade level. At the present time, Remedial Education is not distinguished from Developmental Education at Bunker Hill Community College.

CAPSTONE COURSE:

A capstone course is an integrating learning experience for the student to demonstrate the ability to synthesize the facts and concepts; to give recommendations; and to reach a conclusion by focusing on a problem and bringing to bear skills of critical analysis.

INTRODUCTORY DISCIPLINARY COURSE:

An introductory disciplinary course is the first required course in a student's major area of study.

GENERAL EDUCATION COURSE:

A General Education course is one that satisfies the criteria of a particular college's General Education Program.

CAREER (VOCATIONAL) COURSE:

A career (vocational) course is one that pertains to a particular vocational program.

MAJOR COURSE:

A major course is one that pertains to a particular academic discipline.

LIBERAL EDUCATION:

Liberal Education is often confused with General Education but is used here to denote learning from a diversity of traditional discipline based fields. It represents the learning which produces a broadly educated person.

Some educators believe that Liberal Education and General Education are the same and that there is no essential difference between them. However, others contend they are not the same, particularly when the General Education is of the instrumentalist persuasion. Drawing from several sources, particularly from H.I. Morse and W. Hugh Stickler, the comparisons which follow summarize some of the differences which these educators believe exist between traditional Liberal Education and Instrumentalist General Education (Wattenbarger, 1990). Not everyone endorses Morse and Stickler's definitions.

TRADITIONAL LIBERAL EDUCATION	INSTRUMENTALIST GENERAL EDUCATION
1. Liberal Education is concerned first with a body of subject matter content drawn largely from the cultural heritage of the Western world.	1. General Education is concerned first with the learner as a human being who has certain needs and desires that make him distinct from his fellowman.
2. Liberal Education has a content that is largely fixed; it is that which in the stricter sense may be called culture.	2. General Education has a varying and changing content, drawn many and less traditional sources suited to the individual and adjusted to the times.
3. Liberal Education curricula are organized around various fields of knowledge.	3. General Education curricula are more frequently organized around the needs, interests, and activities of students or the problems of modern life.
4. The goal of Liberal Education is intellectual development coupled with stimulation of the creative refelctive processes.	4. General Education, while not decrying the goal of Liberal and Education, is more conerned with development of the individual on a broader scale -- intellectual, emotional, social, personal.
5. Liberal Education is considered by its devotees in its pure form as divorced from any pragmatic intent.	5. General Education is intimately concerned with action and keeps the workaday world constantly within its range of vision.

6. Liberal Education is concerned with thought. It assumes that thought carries over into action.	6. General Education is Democratic in spirit; it stresses insights and skills necessary for a satisfying and effective life in a Democratic society.
7. Liberal Education is essentially aristocratic in concept and operation; its values are for the more gifted and privileged. in a Democratic society.	7. General Education is Democratic in spirit; it stresses insights and skills necessary for a satisfying and effective life
8. Liberal Education concentrates on depth and intensive cultivation of student experiences; it is assumed to require at least four years of a student's time beyond high school graduation.	8. General Education emphasizes breadth as well as depth of ties student experiences and standing; the basic aspects of the "breadth concern" of General Education can usually be completed in two college years.
9. Although Liberal Education may tollerate extracurricular activities--sometimes begrudgingly and on sufferance--it is not, in theory, concerned with the phases of a student's life and activities other than his intellectual development.	9. In General Education extra-curricular activities are welcomed, encouraged and shaped with a view to their supplementing, reinforcing and vitalizing the learning drawn from the curriculum.

APPENDIX C:

GENERAL EDUCATION REVIEW

ORGANIZATIONAL CHART

GENERAL EDUCATION REVIEW ORGANIZATION CHART

Dr. Piedad F. Robertson, President

Dr. Kathleen Assar, Vice President of Academic and Student Affairs

General Education Review

Dr. Malinda Smutek, Chairperson
General Education Review

Christine DiMaggio, Administrative Assistant

General Education Review Steering Committee

Dr. Judith Sanford-Harris	Richard Boulware	Joan Namvar
Dr. Ann Marie Olson	Judith Oleks	Judith Tully
	R. Michael McSweeney	

General Education Review Task Force

Susan Allen	Alyce Curtis	Judy Lindamood	Paul Rivers
Jessica Bethoney	James Dilday	Dr. Joanne Manville	Dr. Marianne Rowe
Brent Bonah	Susan Dole	Dr. Don Matthews	Mary Russell
Arthur Buccheri	Susan Donnelly	Courtney McGlynn	Dr. Peter Siegle
Judith Burnett	Kristine Dow	Kathy McKenna	Robert Steeper
John Campton	Arthur Fournier	Tim McLaughlin	Winniphred Stone
Kate Cauble	Dr. Harriet Hutchinson	Dr. Anne Minton	Ruth Westwater
Richard Chiasson	Gerald Jackson	Rose Ann Najarian	Gemma Williams
Doug Clifford	Dr. Albert Koch	Ralph Radell	Thomas Wylie
Isabelle Cowens	Philip Kukura	Dr. Ted Ridout	
Dr. William M. Craft	Marjorie Langway	Mary Riordan	

APPENDIX D:

BHCC COMMUNITY PARTICIPANTS

IN

GENERAL EDUCATION REVIEW

SUMMER AND FALL 1990

TERMS

BHCC COMMUNITY PARTICIPANTS

IN

GENERAL EDUCATION REVIEW

SUMMER AND FALL 1990

TERMS

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